

# INSPECTION REPORT

## **CASTLETON PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107962

Headteacher: Mrs J Horton

Reporting inspector: Mr J Heap  
18824

Dates of inspection: 5 – 8 February 2001

Inspection number: 197590

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Green Lane Leeds
Postcode:	LS12 1JZ
Telephone number:	01130263 7756
Fax number:	0113 289 1458
Appropriate authority:	The Governing Body
Name of chair of governors:	Joan Sanderson
Date of previous inspection:	22 <sup>nd</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18824	Mr J Heap	Registered inspector	History Physical education Information and communication technology English as an additional language	What sort of school is it? What should the school do to improve further School's results and achievements How well are pupils taught Staffing, accommodation and learning resources
11450	Mr L Kuraishi	Lay inspector		Pupils attitudes, values, personal development How well does the school care for its pupils How well does the school work in partnership with parents?
23209	Mrs R Wilson	Team inspector	English Art and design Special educational needs	How good are the curricular and other opportunities offered to pupils?
30439	Mr M K Heyes	Team inspector	Science Design and technology	
23319	Mr V Leary	Team inspector	Mathematics Music Religious education Equal opportunities	How well is the school led and managed? Spiritual, moral, social and cultural development.

23221	Mrs L M Parkinson	Team inspector	Geography Foundation stage	
-------	-------------------	----------------	----------------------------------	--

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>21</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Castleton is a primary school that caters for pupils between the ages of three and eleven. It is situated in the Wortley area of Leeds, which is about two miles from the centre of the city. There are 243 pupils on the roll of the main school: 111 boys and 132 girls. This is an average sized school in England. The roll has remained steady in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is well below average. Pupils are organised into 8 classes, all of which have a single age group of pupils. The pupils come from a large, inner-city catchment area which has significant signs of deprivation. Housing ranges from local authority estates to private individual dwellings. It is also an area which is increasingly mobile: for example in the last school year, about a quarter of the school population moved in and out: this is a high figure. The majority of pupils are white and the rest come from a variety of ethnic heritages, including refugees from Eastern Europe. Four pupils (1.6 per cent) have a first language other than English (EAL) which is a higher figure than most schools. There are 38 pupils (15.6 per cent) entitled to free school meals.

The 52-place nursery caters for 30 boys and 17 girls presently. Children enter the nursery at the age of three and a half years, and the children in the most recent intake have low scores on the English, mathematics and social skills indicators. There are ten children on the special educational needs register and one has a Statement of Special Educational Needs.

In the main school there are 99 pupils (40.7 per cent) on the register of special educational needs, the majority have moderate learning difficulties. This is well above the national average. The number of pupils on stages 3 to 5 of the special educational needs register is 23. Six pupils (2.5 per cent) have a Statement of Special Educational Need, which is above the national average.

### **HOW GOOD THE SCHOOL IS**

This is a good school. The leadership and management of senior staff are very effective and the headteacher is determined that all the pupils will have the skills and opportunities to be successful. Standards are average, but to reach them pupils achieve well because of good teaching throughout the school, and well-trained and motivated support. Pupils have very good attitudes to the school and the behaviour of the majority is good. The school promotes educational inclusion successfully and strives wholeheartedly to give all pupils equal access to their entitlement. Given the above average expenditure per pupil, the school provides good value for money.

#### **What the school does well**

- The school enables pupils to achieve well by the time they are 11 years old.
- Attainment in information and communication technology is well above average.
- The quality of teaching and learning is good.
- The Foundation Stage is a strength of the school.
- Pupils' attitudes to school and their work are very good.
- The leadership and management of the headteacher and senior staff are very good.
- Monitoring and evaluation of the school's provision and results are good.
- The provision for spiritual, moral, social and cultural development is good.
- The provision for pupils with special educational needs is good.
- The provision of activities outside lessons is very good.

#### **What could be improved**

- The provision for physical education is unsatisfactory.
- Attendance is well below average and unauthorised absence is above average.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. Since that time there has been good improvement overall. In relation to the key issues identified, they have all been improved well, most particularly the

work in English to develop creative writing and the arrangements for monitoring attendance. Overall, the curriculum is balanced and pupils do receive the same amount of the teacher's time.

There have been improvements in many other areas of school life: the work of learning support assistants, management and organisation of group-work, the accommodation and the general climate for learning. Very good progress has been made in information and communication technology, geography and teaching, overall. Furthermore, the literacy and numeracy strategies have been implemented effectively and many of these initiatives have been supported by improvements in the judging of pupils' attainment. The school is determined to ensure that all pupils have equal access to the school's wide and varied programme and this has led to improvements such as the appointment of learning mentors, who will make direct contact with those pupils in greatest need.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	E	C
Mathematics	A	C	C	A
Science	B	C	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of 11, pupils have made good progress from the well below average start to their school career. In relation to all schools, standards are well below average in English and average in mathematics and science. Results are more impressive when compared to schools with similar proportions of free school meals, because English results are average and mathematics and science results are well above average. The trend in results since 1998 is below the national average, however, results improved in 1999 after a weak year in 1998. There has been no significant difference in the attainment of boys and girls in English and mathematics. Targets are realistic and the school is managing to improve on them.

On entry to the nursery, attainment is low. Results by the age of seven are well below average in comparison to all schools. When compared to similar schools, the results are well below average in reading and mathematics and below average in writing. Over the last three years results have been well below average. There has been no significant difference in the results of boys and girls.

Overall, standards of work seen during the inspection are in line with national expectations by the end of Key Stage 2. This represents good achievement by the majority of pupils. Those with special educational needs and those learning English as an additional language make good progress in relation to their prior levels of attainment. These judgements confirm the overall picture presented in national test results in 2000.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are very enthusiastic about the variety of activities available.
Behaviour, in and out of classrooms	Satisfactory. In the classroom, behaviour is generally good. Movement around the school is orderly. However, there is a minority of pupils who display challenging

	behaviour. There have been no exclusions.
Personal development and relationships	Overall satisfactory. The vast majority of pupils respect others, their views and their property. A small minority speak inappropriately to others, including the very occasional use of racially abusive language, but this is dealt with quickly and firmly. There is evidence that race relations are improving.
Attendance	Unsatisfactory. The attendance rate is well below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

In 98.5 per cent of lessons teaching was satisfactory, or better. 29.2 per cent were very good, or better and 1.5 per cent were unsatisfactory.

The quality of teaching in the Foundation Stage is good. In Key Stage 1 and 2 the quality of teaching in English and mathematics is good. Literacy and numeracy skills are taught well.

The teaching of pupils with special educational needs and those learning English as an additional language is good. Much of the credit for this is the quality of the partnership between class teacher and learning support assistant.

Children in the Foundation Stage learn well. They make a great deal of effort and are very interested in what they do. This helps them make good progress from the well below average start. Learning in Key Stages 1 and 2 is good. Pupils learn the basic skills of English and mathematics well. They produce a lot of work at a good pace.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. Satisfactory in Key Stage 1 and 2. Policies and schemes of work are in place for all subjects. Statutory requirements are met for all subjects. Very good range of activities outside lessons.
Provision for pupils with special educational needs	Good. Pupils have equal access to the full curriculum. Individual education plans are satisfactory and regularly reviewed. Links with parents are good. The quality of teaching is good. Management is very good.
Provision for pupils with English as an additional language	Good. Pupils receive good support in the classroom. Although they are often taught in a group away from the main class, over time they have equal access to the teacher and the class programme. They have full and equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The statutory requirement to provide a daily act of collective worship is met. Opportunities are provided effectively for reflection, understanding and respecting a variety of viewpoints and heritages and developing relationships. Pupils are taught the difference between right and wrong.

How well the school cares for its pupils	Procedures for child protection are good. The monitoring and support of pupils' academic progress and the use of information to guide curricular planning are good. Procedures to promote good behaviour and monitor pupils' personal development are good. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. There is no anti-racism or anti-bullying policy.
Relationships with parents	Parents' views of the school are good. Links with parents are satisfactory. The quality of information is good. A small number of parents are involved in the work of the school and their children's education.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is led by a highly competent, caring and deeply committed headteacher who provides stability, high expectations and good morale. She is well supported by the senior management team.
How well the governors fulfil their responsibilities	Good. The governing body fulfil their statutory responsibilities and hold the school to account. The chair is an experienced educationalist and contributes to the in-service training of staff.
The school's evaluation of its performance	Very good. High quality monitoring of teaching and effective feedback raises standards of classroom practice. Very effective analysis of data drawn from tests and general information. The school improvement plan is very detailed and benefits from a thorough review of strengths and weaknesses.
The strategic use of resources	Overall, financial planning and management are good. Educational priorities are appropriately costed and funded. Earmarked funds and grants are used appropriately. The adherence to the principles for achieving value for money in the buying of services and resources are adequate.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Expectations on the pupils to work hard</li> <li>• Good teaching</li> <li>• Pupils making good progress</li> <li>• Pupils like school</li> <li>• How the school helps pupils become more mature</li> <li>• Comfortable approaching the school</li> <li>• Behaviour</li> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• The closeness of the parent/school partnership</li> <li>• The range of extra-curricular activities</li> <li>• Homework</li> <li>• Information about pupils' progress</li> </ul>

The inspectors agree with the positive comments expressed. There is a satisfactory parent/school partnership. The range of extra-curricular activities is very good. Arrangements for homework are satisfactory. Annual pupils' progress reports are satisfactory. There is a wish on the part of some parents to have three parent/teacher consultations in a year; this was the way previously and the school dropped the one in the spring term because the parents' attendance was low. Inspectors agree that a consultation meeting in the spring term is desirable.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 The early assessment of children entering the nursery indicates that the majority of them have knowledge and skills that are well below those expected of children of their age. They make significant progress and by the time they enter Year 1 they are likely to achieve the nationally recommended early learning goals (ELGs) in knowledge and understanding of the world; personal, social and creative development. Although they are not likely to achieve the ELGs in communication, language and literacy and mathematical development they are expected to be close to doing so. It was not possible to make a secure judgement regarding attainment in physical development. At the start of this academic year a group of eight children who could have been going into the reception class were judged to be making such good progress academically and in terms of their maturity that they could cope with the National Curriculum. Inspection findings support this view. Consequently, they were moved straight to Year 1 because they have exceeded the ELGs.
- 2 Overall, standards of work seen during the inspection are in line with national expectations. This represents good achievement on the part of the majority of pupils. Pupils with special educational needs make good progress in relation to their prior levels of attainment. Pupils learning English as an additional language, including refugee pupils, make good progress in relation to their prior levels of attainment. These judgements confirm the overall picture presented in the national test results in 2000.
- 3 By the age of 11, results in the 2000 national tests were below average in English and average in mathematics and science when compared to all schools. In comparison to schools with similar proportions of free school meals, English results are average and mathematics and science results are well above average. The amount of progress pupils make from ages seven to eleven is below average in English, average in science and above average in mathematics. The proportion of pupils attaining the higher Level 5 is well below average in English and average in mathematics and science. Targets set are realistic and the school is managing to improve on them.
- 4 By the age of seven, results in the 2000 national tests are well below average in reading, writing and mathematics when compared to all schools. In comparison to schools with a similar proportion of free school meals, the results in reading and mathematics are well below average and writing is below average. The proportion of pupils attaining the higher Level 3 are very low in reading, well below the national average in mathematics and below average in writing.
- 5 Over the last three years, results in national tests at the age of 11 have been below average in English and above average in mathematics and science. There has been no significant difference in the attainment of boys and girls in English and mathematics. However, girls outperform boys in science. The overall trend in results is below the national one, with 1998 being a low one. All results improved in 1999.
- 6 Results at the age of seven, over the period since 1998, have been well below average in reading, writing and mathematics. There has been no significant difference in the attainment of boys and girls. National trends remain steady and the school's results have been consistently and significantly below them until 1999, a year of improvement.

- It has been the practice in the school and to 'fast track' higher attaining pupils: this means they are moved to the year group above. Pupils also move onto secondary school a year earlier if they have the ability. The effect of these movements is sufficient to depress results by up to 15 per cent.
- 7 By the age of seven, standards of work seen during the inspection are well above expectations in information and communication technology and below expectations in English and mathematics. The standards in science are in line with national expectations. Standards in religious education are in line with the expectations of the locally Agreed Syllabus.
  - 8 In English, pupils make good progress in speaking and listening throughout the school and they are close to national expectations by the age of seven and meet national standards by 11. In reading, pupils make good progress so that by the age of seven most pupils read competently, accurately and with understanding. By the age of 11, most pupils have built on their skills successfully and they are beginning to infer meanings and predict what is likely to come next. Across the school, pupils use their library skills well.
  - 9 By the age of seven, mathematical knowledge, skills and understanding are below expectations. However, this represents good progress from the time they entered the school. Higher attainers have sound numeracy skills, knowledge and understanding, such as recognising number patterns and using mental strategies, and when to use these in calculations. Lower attainers have difficulty remembering number values, but know some of their times-tables, for instance two and five. Their difficulties with language hinder problem-solving. By the age of 11, pupils make good progress and build on their previous knowledge and understanding successfully. Most pupils know the value of numbers, calculate in decimals to one place and interpret graphs. Higher attainers are good at long multiplication, work confidently in decimals and are solving problems which include using formulae to work out area and perimeter.
  - 10 In science, pupils aged seven have the expected levels of knowledge and understanding of living things, materials and how to plan simple experiments. Their observational skills are adequate. By the age of 11, pupils build on prior knowledge and understanding soundly and have become proficient in investigating scientific truths. Consequently, pupils are reaching higher standards than previously achieved and are being challenged more by the activities. An example being the separating of a variety of items and going further still by filtering out the different materials according to their fineness.
  - 11 Standards in information and communication technology have improved significantly since the last inspection. By the age of seven, pupils are confident users of computers and use them to word process, support learning in literacy and numeracy and they have the skills to use paint programs successfully. By the age of 11, pupils have continued to develop their skills very well. They use spreadsheets to help them calculate in mathematics, word process their poems skilfully and use the computer to help with the design and layout of a classroom. Higher attaining pupils produce a multi-media presentation for their class peers which illustrates the parts of a flower.
  - 12 In religious education, seven year olds have a sound appreciation of various stories from the Bible, they recognise that the Church is a special place for Christians and are gaining wider knowledge and understanding of other religions, such as Sikhism. By the age of 11, there has been a satisfactory development in the understanding of

Christian rituals. Learning about Islam extends their knowledge of other faiths and they are beginning to draw conclusions about comparisons between religions. Skills in finding information are also improving, such as using the internet to find out about Mecca.

- 13 Standards in literacy and numeracy are satisfactory overall. Their development, from the low levels on entry, is due to:
  - good teaching, particularly the assistance from learning support staff;
  - effective implementation of the national strategies;
  - good attitudes to learning from the majority of pupils.
- 14 By the ages of seven and 11, standards are in line with expectations in design and technology, geography, history and music. They are above expectations in art and there is insufficient evidence to form a secure judgement in physical education.
- 15 Although standards attained by pupils with special educational needs are often well below national standards, these pupils are making satisfactory progress and are well supported by the school. Targets in individual education plans are used well to match work to pupils' needs, and children with targets to improve behaviour often make very good progress. Children with English as an additional language are happy in school and they maintain good rates of achievement.

### **Pupils' attitudes, values and personal development**

- 16 In the Foundation Stage children are keen to come to school and they show enthusiasm for all the activities they are involved in. Their attitudes to school are very good. They concentrate well and show confidence when attempting new activities. Children work well, either as a member of a group or individually. They respond well to their teachers and learning support assistants.
- 17 The vast majority of pupils are very enthusiastic about their school. Many name and talk about their favourite subjects and activities outside lessons and give good reasons for their choices. The youngest children have no difficulty when coming into the school and leaving their parents and carers. Parents answering the inspection questionnaire strongly endorse the views that the pupils enjoy school and are happy in it.
- 18 Pupils' attitudes to their work are mainly good. They concentrate well and listen to teachers and each other. Pupils particularly enjoy practical activities and investigation and most teachers provide well for these. On the few occasions when tasks set by teachers provide insufficient challenge, pupils with behavioural and emotional difficulties, who are a small minority of pupils in Years 4 and 6, find their concentration wavers and their efforts slacken. Overall, these findings closely reflect those of the last inspection, indicating that the school has maintained good level of attitude to work. Pupils' enthusiasm for the school is fostered significantly by the very good range of activities organised outside of lesson times, such as before - and after - school clubs, visits to places of cultural interest and residential clubs. Older pupils have the opportunities to join various clubs, which meet regularly, for example, football in summer and rugby in winter.
- 19 Pupils' behaviour in class is generally good or very good. There are clear school rules, which pupils understand, know and follow well. Pupils appreciate the recognition given to good effort or behaviour during the lessons. Interviews with pupils show that they know the rules for good behaviour and what to do if they are bullied. They are confident

that the teachers and the head teacher would deal with any incidents effectively. Pupils play well together at playtime and lunchtime. They move around the school in an orderly manner, for example, when they enter the hall at lunchtime and for assembly. Pupils respond well to the effective adult supervision. There have been no exclusions in recent years.

- 20 Overall, personal development is satisfactory. The expectation on pupils that they act responsibly is promoted in the early days of the Foundation Stage as they begin to understand that they must do things for themselves, such as cleaning up at the end of a session. Throughout the school, pupils readily assume responsibility as monitors and in helping with routines, for instance, working the projector in assembly. There is clearly a small number of very challenging pupils in the school who are likely to act, or speak, in an inappropriate manner, including racially abusive language. Pupils report that this number is getting smaller partly because they are coming to understand that all people are not the same and that the differences should be both celebrated and respected and not used as a reason for ridicule. This improvement in attitude was seen most graphically in the Year 6 visit to the Mosque and in the respect that all pupils showed for the Muslim faith, their rituals and heritage. The vast majority of parents who returned questionnaires are happy that the school is helping their child to become more mature.
- 21 Relationships are generally good. The vast majority of pupils like and respect their teachers. They respond well to good teaching and are anxious to succeed and make good progress. In group work pupils co-operate well, discuss issues sensibly, handling and sharing materials and equipment with care and respect. Pupils show initiative in managing their own learning, for example in using equipment in the school's information and communication technology suite.
- 22 The school works closely with the education welfare officer who visits the school regularly. However, the overall the rate of attendance has been below the national average since 1997/98, even though there has been some improvement since the last inspection. The school has a rigorous monitoring policy, therefore rates of unauthorised absences are much lower than the national average. Attendance registers are completed twice daily and meet statutory requirements. This is a satisfactory improvement since the last inspection. Some pupils arrive late for school, but the vast majority of lessons start promptly. The school has recently appointed two learning mentors and already they are having an impact on some of the pupils who have been the most usual non-attenders. This has come about by the introduction of the breakfast club and through the more direct contact that the learning mentors have with families.
- 23 Pupils with special educational needs usually behave well. Most show increasing levels of attention, want to please and to do well in their work. Teachers and other staff work hard to give children belief in themselves, and in their ability to learn. Relationships between children with special educational need and other pupils or adults are usually good, and often very good.
- 24 Pupils of different ethnic heritage, age groups, gender or abilities, form good relationships with each other and with adults. There is a calm and purposeful atmosphere in the school, and children feel secure and valued. Pupils talk freely about bullying and racism in the community, and both teachers and children agree that the school works very hard and to control oppressive behaviour. Children are well motivated by the school's reward systems, and learn to enjoy their own and others' successes. Many pupils enter the school with poorly developed values, and staff work

hard to teach all children to take responsibility, to have self-confidence and to care for others.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 25 Overall, the quality of teaching is good and this promotes effective learning throughout the school. The following are particular strengths:
- effective planning;
  - high expectations;
  - deployment of the well-trained support staff.
- 26 These strengths are ample evidence of the good progress in teaching since the last inspection. They are also particularly noteworthy, given the high turnover of staff and are testimony to the strong leadership and management of the headteacher and her senior managers.
- 27 In the lessons observed, 98.5 per cent were satisfactory, or better; 29.2 per cent were very good or better and 1.5 per cent were unsatisfactory.
- 28 Teaching is good in the Foundation Stage. In 17.5 per cent of the lessons seen teaching was very good, 67 per cent were good and 16 per cent satisfactory. The strengths are:
- very good planning;
  - good knowledge and understanding of how pupils learn, which leads to the effective deployment of support staff and helpers who promote good learning through their well-prepared conversations and questioning;
  - high expectations of achievement and behaviour promotes hard work, for instance, in a reception lesson about writing;
  - very good judging of children's attainments maintains the flow of appropriate work at the right time and promotes effort;
  - effective use of time and resources.
- 29 In Key Stage 1, teaching is good. In 23 per cent of lessons the quality of teaching was very good, 41 per cent were good, 32 per cent were satisfactory and 4 per cent unsatisfactory. Particularly strong features are:
- very good planning, that sets out in detail the work matched to pupils of differing attainment and clarifies the role of the very good learning support assistants, for example, in Year 1 Literacy and Numeracy lessons;
  - good questioning, as in a Year 2 geography lesson where the 'What ...?' and 'How.....?' inquiries into controlling traffic involves pupils and checks knowledge and understanding;
  - very high expectations of effort and behaviour which fosters pupils' good pace of working, interest and concentration, as seen in a Year 2 art lesson;
  - good use of judgements about pupils' attainment, for example in a Year 2 mathematics lesson, led to the teacher focussing on pupils having difficulties with adding-on in tens.
- 30 Teachers have good subject knowledge and they teach basic skills well. Homework is used satisfactorily to reinforce the work done in lessons, for instance, in a Year 2 Literacy lesson the teacher extended classroom learning by providing further work on the 'magic e'.

- 31 In the unsatisfactory lesson, the task was too demanding for some pupils who found that they could not concentrate for a long period and therefore became restless. The teacher, whilst working effectively with her target group, was insufficiently aware of what was going on elsewhere. Consequently, a significant group of pupils achieved very little in the lesson.
- 32 Teachers provide sufficient opportunities for the development of literacy, numeracy and information and communication technology skills in other subjects:
- Literacy; in a Year 2 science lesson, the development of specific vocabulary such as dispersal and in a Year 1 information and communication technology lesson, using flashcards with lower attainers, before using the computer for reinforcement;
  - Numeracy; measuring the rate of growth of seeds planted for a science experiment;
  - information and communication technology; word processing sentences in a Year 2 Literacy lesson.
- 33 In Key Stage 2, teaching is good. Excellent teaching was seen in 5 per cent of lessons, 30 per cent of lessons were very good, 35 per cent were good and 30 per cent satisfactory. In the very best lessons the strengths were:
- excellent subject knowledge, for instance in a Year 5 literacy lesson about the 'Lady of Shalott'. The teacher's technical knowledge in aspects such as clauses is first rate and pupils learn how to open a sentence with a subordinating clause;
  - very high expectations of pupils with a range of attainment levels leads to very good learning across the class;
  - in Year 6, the high quality planning and organisation of a visit to a Mosque led to very respectful behaviour on the part of the pupils, and pupils learned a great deal about Muslim traditions and respect of diversity.
- 34 Throughout the Key Stage, teachers' planning is very effective and this includes the ways and means that learning support assistants are deployed. A particularly strong element is the joint planning, for instance, in a Year 6 mathematics lesson lower attaining pupils received high quality support that met their needs as well as ensuring their entitlement to the full numeracy curriculum. Expectations are generally very good; in a Year 3 music lesson, the questioning of pupils helped them to recognise the lyrics and sounds and the way that the melody was rising in small steps. Overall, teachers have good knowledge and understanding of the subject they teach, with particular strengths in English, mathematics and information and communication technology. This is testimony to good training and the high expectations of management. Homework is used well to support lessons, for instance, Year 5 pupils did some research at home about Mecca, as a follow-up to their religious education work.
- 35 Overall, judgements about pupils' attainment are effective in supporting teaching and learning. There are examples of even higher standards; for instance, in Year 5 there is evidence of pupils being moved from one group based on prior attainment to another as they make good progress. The management of pupils is good, without it becoming oppressive.
- 36 Teachers provide satisfactory opportunities for pupils to use literacy, numeracy and information and communication technology skills across subjects:

- in a Year 6 science lesson, vocabulary such as 'filtration' and 'fair test' are developed well;
  - in geography, Year 6 pupils analyse a table charting the depth of a river at several points and plot the cross-section of the river; they deduce that gradient has an effect on the speed of the river water;
  - information and communication technology skills are practised in several subjects, for instance, in Year 3 and 4 mathematics lessons, pupils reinforced their mental work on the computer.
- 37 Overall, teaching is very good in information and communication technology, and in music at Key Stage 2. The very effective teaching of information and communication technology reflects the high confidence among staff who have been well trained; very good use of resources such as the projector and high expectations by management. The higher quality of music teaching at Key Stage 2 is the result of the knowledge, understanding and expertise of the recently appointed music specialist. Good teaching is seen in English, mathematics, science and geography. Satisfactory standards of teaching are seen in history, physical education, religious education, and music at Key Stage 1. It was not possible to see any teaching in design and technology.
- 38 The quality of marking is good. There are plenty of evaluative comments and the school has developed an effective system of target-setting.
- 39 There is good provision for pupils with special educational needs and this enables them to successfully learn within the curriculum. Concerns are identified early, and action is taken quickly to match teaching and work to children's needs. Assessment is thorough, and targets in pupils' independent education plans are precise, measurable and well used in planning to make sure the child makes progress. All pupils, including those with English as an additional language, have equality of opportunity over time, although groupings for particular purposes may mean variation in daily learning opportunities. The needs of all pupils are well met, and high attaining pupils are sufficiently challenged in their learning through fast tracking and being taught with other pupils of similar ability.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

- 40 The school's curriculum provides satisfactory learning opportunities across all subjects, supported by a very good range of extra-curricular clubs and activities, which are very well attended. The curriculum for the Foundation Stage is planned very well and implemented. Changes in the National Curriculum through both the introduction of the Literacy and Numeracy Strategies, and the arrival of Curriculum 2000, have been managed well. Revisions of existing curricular documentation have been planned satisfactorily, and are being introduced through a managed programme matched to the school's development plan priorities. Both Literacy and Numeracy Strategies have been implemented well, and timetabled personal, social and health education with citizenship education is planned. All subjects have policies and curriculum leaders have clear action plans for their revision, as needed.
- 41 Very good progress has been made since the last inspection in use of time, and organisation of teaching groups in the core subjects. These are now well planned and managed. In Key Stages 1 and 2, pupils study a broad range of subjects, including the National Curriculum and religious education. Health, drugs awareness, and sex education are taught well, within the provision for science. The school has adopted the

Qualification and Curriculum Authority schemes of work, either to replace existing schemes or as a resource to support them. Time allocated to subjects is mainly satisfactory, with the exception of physical education, which is low, and mathematics, which is high. Literacy and Numeracy are timetabled appropriately at the same time every day throughout Key Stages 1 and 2.

- 42 Planning throughout the school is thorough and detailed. Weekly plans in Key Stages 1 and 2 have clear objectives for learning, which are usually shared with pupils at the start of every lesson, and are used to assess pupils' learning at the end of the lesson. Every teacher has a well-organised planning file, which includes the timetable, plans for each subject, individual education plans for pupils with special educational needs, class groupings and other information. Teachers and other adults work hard to raise children's self-esteem, and to match work carefully to their needs and abilities.
- 43 Although the strategies for teaching of literacy and numeracy have been fully adopted, some teachers need further support in order to raise standards in mathematics through numeracy. The quality of teaching in literacy is often very good, and is already raising standards in both key stages. Opportunities for extending English and literacy skills in other subjects of the curriculum, however, are sometimes missed. Pupils are not always reminded of their writing targets before beginning to write in other subjects, and writing seen in other lessons was often below standards children are capable of. Better use could also be made of research and independent learning in other subjects, to strengthen pupils' ability to reason, explain, predict and justify their ideas in reading and writing.
- 44 Information and communication technology is now a strength of the school, and opportunities for its use in most subjects, such as English, art, mathematics, history and geography, are well planned. For example, pupils draw graphs in science; design and make patterns in art; present graphs and charts in maths; and publish and present work in English, for example, producing their own newspapers. Pupils have good skills which enable them to work independently and well.
- 45 The school provides a very good range of out-of-school activities and clubs. These enrich the curriculum and support pupils' learning and personal development. They provide very strong support and other benefits for pupils whose educational, cultural and recreational opportunities are sometimes deprived. For example, the Big Breakfast Club not only helps pupils with their homework and study skills, but also provides a healthy snack donated by local industry. As a result it has improved punctuality for some children.
- 46 Teachers satisfactorily implement the Code of Practice for pupils with special educational needs. Standards and need are assessed early in the school, and both the make-up of groups and learning opportunities are immediately adjusted to provide appropriate support and teaching. Parents are kept well informed and teachers, support staff and the Co-ordinator for Special Educational Needs are always available before and after school for discussion. Timetable arrangements do mean that pupils in some groups miss parts of certain subjects for a short period of time. This is monitored and rotated so that all pupils experience a balanced curriculum. Pupils with English as an additional language have full and equal access to the curriculum, regardless of gender or ethnicity. Provision for these pupils is satisfactory.
- 47 Although the teaching of personal, social and health education with citizenship will not be fully in place before the coming academic year, there is a good draft policy ready for

discussion, and the newly appointed co-ordinator has an action plan for its implementation.

- 48 The community and the school work together satisfactorily. The school's all-weather pitch is well used by both community teams and local professional clubs, such as Leeds United. This builds links, and gives children access to sporting role models. Visitors, such as the community police constable, the district nurse and the drugs team, are welcomed into the school. There is a good relationship with the neighbouring residential home and children perform for residents. Education in the Arts is a part of the school's curriculum, and is promoted by visitors such as a steel band, other musicians and a local artist.
- 49 Teachers are always available to talk to parents before and after school, however few parents are seen in school during the school day. Parents are invited to performances, galas and two reporting sessions a year. A third reporting session should be reinstated to provide additional opportunity for discussion. Parental information evenings have been provided on new developments in the school, such as the Literacy Strategy and the Numeracy Strategy. Transfer of information to receiving schools is satisfactory, and the appointment of a Year 6/7 liaison mentor should improve support for the children entering secondary schools. All formal requirements, including the transfer of statements for pupils with special educational needs, are met.
- 50 There is good provision for pupils' spiritual, moral, social and cultural development. Since the last inspection, the provision has improved. The school provides a welcoming and caring environment in which all pupils are encouraged to work together in harmony and learn to respect and celebrate each others' different beliefs and customs.
- 51 Provision for pupils' spiritual development is good. In assemblies the carefully prepared and effective acts of collective worship allow pupils to reflect and pray in their own manner thereby developing their spiritual awareness. Music is used to provide a spiritual uplift for the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. Through their studies of world religions in religious education, pupils learn to recognise and respect the beliefs of other faiths, enabling them to reflect upon their own beliefs. For example, during a Year 6 visit to a local mosque pupils were fascinated and impressed when listening to the Imam chanting a passage from the Qu'ran. The school provides, and takes, opportunities well to celebrate pupils' cultural distinctiveness. In lessons, at the Foundation Stage, pupils share with school the special family occasions such as the birth of a baby. Prayers are said at the end of the school day, often linked to 'a thought for the week', providing further opportunities for pupils to reflect on important values and attitudes, such as, 'Caring for animals'.
- 52 Provision for pupils' moral development is good. It is promoted by the school's positive atmosphere that emphasises high expectations of behaviour and relationships. Pupils are provided with clear boundaries for good behaviour, for instance, simple rules are displayed prominently in each classroom. Staff provide good role models by showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the personal and social development programme. Pupils in Year 6, in their preparation for a visit to the local mosque, shared with their teacher the importance of respect for special places. This resulted in all pupils displaying sensitivity to Muslim rituals and customs, when they made their visit. Assemblies and end of school day prayers are

used effectively to providing opportunities for pupils to reflect on positive personal qualities such as tolerance, kindness and sensitivity to others needs and rights.

- 53 Provision for pupils' social development is good. Good relationships are a strong feature of the school. Achievements in work and behaviour are celebrated weekly in the "highlight" assemblies with certificates for good work and good behaviour. The daily breakfast club provides many opportunities for pupils to develop their social skills, through its sporting activities and breakfast arrangements. Opportunities are provided for pupils in both key stages to take on responsibilities that contribute to the smooth running of the school. In all classes there are nominated special helpers who carry out tasks such as taking the register to the office and delivering messages. Older pupils prepare the hall for assemblies. There are paired reading activities where Year 6 and Year 5 pupils assist the younger readers. There are sound programmes for pupils to develop an understanding of citizenship. Recently, the older pupils were involved in leading discussions with staff and younger pupils in the use of their new sports pitch. Pupils from both key stages are involved in community activities. They visit the local senior citizen's home at Christmas to sing carols. Charity work, such as fundraising for cancer sufferers and refugees is a feature of school life. Educational visits are a strong aspect of social provision, for example, in Year 6, pupils take part in a residential visit to Haworth Youth hostel, and all classes experience a range of visits. The school also involves its pupils in local community sports competitions. This high level of provision is effective in developing the pupils' social skills and enhancing their personal self- esteem.
- 54 Provision for pupils' cultural development is good. Pupils are provided with a curriculum at both key stages which promotes an understanding of their local culture, whilst also giving them opportunities to discover and understand a multi-cultural society. Pupils from different ethnic backgrounds are encouraged to share their experiences and customs, for example, a Year 6 pupil shared with pupils in another class some of the customs of her Muslim faith. Assemblies are focussed throughout the year on the celebrations of different faiths and opportunities are found to highlight festivals of different countries. For example, the school celebrated Chinese New Year and will be celebrating the birthday of Guru Nanak, a Sikh prophet in April. In lessons, opportunities are found to promote understanding of the wider cultural diversity of the school's community. In religious education, awareness of other cultures and faiths is strongly fostered, pupils visit temples, mosques and churches. In dance, they participate in national folk dancing, 'break' and 'street' dancing. Displays and art work throughout the school feature aspects of cultural diversity such as the geography display on India and the Sikh exhibit. The school is developing a range of multi-cultural books and artefacts. The diversity of educational visits and visitors also has a positive impact on pupils' cultural development. Visitors to the school include professional sportsmen, musicians and ministers of different faiths. Visits are made into the local community to explore its rich cultural traditions. The school through its good quality and varied provision successfully teaches its pupils to appreciate their own culture and the diversity of other cultures. Management has also identified the need to improve the provision further and has appointed a teacher who has specific experience and expertise in teaching about festivals from a variety of faiths.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 55 The school provides a secure and enjoyable learning environment for its pupils. As a result most of the children establish happy, confident and trustfully constructive relationships with adults and with peers. Parents' response to the questionnaire shows they strongly agree that their children like to come to school. All teachers make

it a priority to ensure children settle well into school, beginning with effective pre-school meetings between teachers and parents. The school pays good attention to pupils' emotional and educational needs and provides appropriate support. For example, the school targets pupils with additional learning needs early in their school life. The school then provides extra tuition through initiatives such as the learning support mentors project.

- 56 The school is aware of the local child protection procedures and has satisfactory links with the support agencies. However, the nominated child protection officer and the staff need to review their training needs. The school secretary sensitively cares for sick children and there is sufficient number of qualified first aiders.
- 57 The school implements a sound health and safety policy, but it has not been ratified by the governing body and does not state the review date. The school secretary and the caretaker make informal checks on a daily basis and deal promptly with hazards. There are on-going risk assessments by the local authority. Teachers and support staff promote hygiene effectively as part of the curriculum. The inspectors drew some health and safety matters to the attention of the head teacher.
- 58 Procedures for monitoring attendance and punctuality are good. The school regularly monitors patterns of unsatisfactory attendance and late arrivals. The school has taken adequate steps to improve attendance and punctuality since the last inspection, but overall attendance still remains below the national average of 95 per cent.
- 59 The school promotes good behaviour through a system of mutually agreed simple class rules, which are incorporated in the school behaviour policies. There are no separate anti-bullying or anti-racism policies. Therefore, the staff are not fully aware of the procedures for dealing with serious racial or bullying incidents. Pupils also report that there is an inconsistent approach occasionally when the rare incidents occur. Most pupils know that good behaviour is expected of them. However, a small minority choose to ignore the commonly accepted rules and act in an unacceptable manner. Pupils from different social and ethnic backgrounds are taught to respect one another. They know that unkindness and harassment is not tolerated.
- 60 The special needs of pupils are identified early through assessment, and teachers monitor and record the child's progress towards targets agreed in a child's individual action plan. Procedures meet requirements in the Code of Practice. The school uses support agencies well, including training for their own staff in providing specialist support such as touch-typing for a child with a visual disability, and speech therapy. Pupils receive consistent, good quality help and support for their work and behaviour, which is given quietly and in a way that does not lessen their self-esteem. The attainment and achievement of all groups of pupils are carefully assessed and monitored. Information is recorded and used to ensure quick action if the needs of any group of pupils are not being met.
- 61 There is an effective whole-school assessment policy, which meets and reflects the current initiatives in the curriculum. There are comprehensive assessment procedures for all subjects taught in the school, and they are used by the school to modify and review their practice and improve their performance in delivering the subject. There are formal assessments of all the core subjects each term, which helps teachers 'track' pupils learning and achievement and set targets for each individual subject. This means that class teachers, curriculum co-ordinators and the senior management team know exactly what level every pupil in the school is working at in each subject.

The school is in the process of developing exemplar portfolios of work that will help and guide all staff in school assigning correct levels for all subject areas.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 62 Most parents who responded to the questionnaire or who were interviewed during the inspection agree that their children like to come to school, a view supported by the inspectors. Parents are satisfied with the quality of education provided and the standards achieved by their children. They feel the quality of teaching is good and most of the children behave well in the school, and that this enables their children to make good progress. Inspectors agree with these parental views. Nearly 10 per cent of the parents who responded to the questionnaire indicated that they are not well informed how their child is getting on in the school. A slightly higher number feel that the school does not work closely with parents. The evidence gathered during the inspection through meetings with parents does not support these views. One parent has concerns about bullying and racial harassment. However, when isolated verbal incidents occurred during the inspection they were promptly and effectively dealt with by the headteacher.
- 63 The majority of the parents who responded to the questionnaire are satisfied that their children receive the right amount of homework and that they were well informed about how their children progress in school. The inspection team found the amount of homework given to be appropriate for the pupils' ages and the information given to parents on their children is satisfactory.
- 64 Most parents are happy about the information received from the school and that they feel comfortable in approaching the school with concerns about their children. Inspection evidence suggests that parents are very supportive of the school and the staff is appreciative of their help with reading and various other activities in the school such as the sewing project.
- 65 A small number of dedicated parent helpers were observed in school during the inspection and overall links with parents are satisfactory. There is little evidence of parents from the minority ethnic community being involved in the day to day life of the school. Some parents are involved in the school galas, drama productions and parents' workshops on Numeracy and Literacy projects. However, the majority of parents have insufficient involvement with the school. There is no parent-teacher association and the absence of parents from school life was significant during the inspection week. Some parents help their children with homework but this is not consistent throughout the school.
- 66 The annual reports to parents are satisfactory and contain information on pupils' attitudes and progress. The school prospectus and governing body's annual report are concise and easy to read. The school regularly publishes a newsletter and there is a strategically placed parents' notice board.
- 67 There are good induction procedures for new pupils in the school. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support. The school encourages parents of nursery aged children to come into the school and stay with them for a settling in period. This helps strengthen the parent/teacher relationships. The information in the "Welcome to our Nursery" booklet is thorough and much appreciated by the parents.

- 68 Relationships with parents remain satisfactory and the school has sustained them since the last inspection. Responses to the questionnaires were generally positive. Some parents have signed the home-school agreement. This enables them to share information about children's attitude to learning and the progress made.
- 69 The school works satisfactorily with parents of pupils with special educational needs, within the requirements of the Code of Practice. All parents are given equal access to staff in the school, and are offered the same opportunities for working in partnership through the child's home-school book, reporting evenings, information evenings and other such events.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 70 The quality of leadership and management shown by the headteacher and key members of staff is very good. The headteacher is deeply committed to the school, the pupils and the staff. She provides a clear educational direction. The governors, headteacher and all staff share a common commitment to raising standards and to making continuous improvements on all fronts. The headteacher is well supported by the chair of governors and two deputy headteachers. They work collaboratively to plan ahead, support staff in providing a secure and stimulating environment where all pupils know they are valued and are encouraged to develop their abilities to the full in an encouraging and caring atmosphere.
- 71 Governors know the school well and have a clear view of where the school is heading. They understand their role, are kept well informed by the headteacher and fulfil their statutory responsibilities. They have set up suitable procedures to monitor and evaluate the work of the school. For example, all governors see the school at work by taking part in a programme of twinning and classroom observations. This is an effective arrangement and ensures that all governors are informed about the strengths and weaknesses in curriculum provision and teaching. The governors with specific curriculum or management responsibilities have a good understanding of their roles.
- 72 The procedures for monitoring provision, identifying aspects which could be better, planning for future improvements and reviewing progress towards the targets the school has set are very good. Regular planned monitoring of the literacy and numeracy hours by the headteacher and co-ordinators has taken the form of classroom observations to monitor the effectiveness of teaching. There is also daily informal monitoring of teaching by the headteacher to support all members of staff. Feedback has been given to individual teachers and more general issues discussed at staff meetings. Co-ordinators check lesson planning to ensure that agreed teaching and learning policies are being implemented and are given time to monitor how well their subjects are being taught. This has brought about a consistency in approach and helps to ensure that expectations are sufficiently high. As a result of the school's rigorous approach to monitoring and evaluation of its performance, the quality of teaching has improved since the previous inspection.
- 73 Induction procedures are good. The support given to newly qualified teachers is strong, and they feel that they are entering a school that is organised well and knows where it is going. There is a good mix of active mentoring, opportunities to see teachers teaching and to attend relevant courses, often run by the local education authority. A policy for performance management has been produced and made available for staff consultation, and it has superseded appraisal. All arrangements for performance management are documented and understood by staff and governors.

- 74 The school is very good at analysing in detail the data from National Curriculum tests and its own internal tests such as baseline assessments. It notes what has been successful and where improvements need to be made. It has identified, for example, that at Key Stage 1, there has been a drop in standards of reading. This has resulted in better quality one-to-one reading and the introduction of paired reading sessions at a lunchtime reading club. Target setting occurs at all levels in the school and older pupils are aware of their objectives in English and mathematics and the need to regularly review their targets to improve their performance.
- 75 Financial planning and management are good. The headteacher, secretary and governors conscientiously follow clear financial procedures. Expenditure reflects the priorities in the School Improvement Plan. This plan is very detailed and focuses appropriately on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in performance. All staff and governors have the opportunity to contribute ideas. The clear and appropriate priorities in the plan are linked to specific targets that have deadlines and criteria by which to measure success. The responsibilities for taking the necessary action are allocated and costs are identified.
- 76 The headteacher works exhaustively to obtain extra funding for the school. She is very successful in many of her bids. This results in significant improvements in the quality of the school's provision for all its pupils. For example, extra funding has been obtained and well used to refurbish corridors and enclose open outdoor spaces to form extra teaching areas.
- 77 The money allocated to support pupils with special educational needs is used appropriately. The effectiveness of the good quality provision for special needs pupils is reflected in the good progress made by the pupils not only in academic work but also in personal and social development.
- 78 The governors show a sound understanding of the implications of the budget and the need to obtain good value for money. They invite tenders for major items of expenditure and follow well established procedures for ensuring they obtain the best deal for the school. The school challenges all its suppliers to quote the best possible price for goods and services. The governors' finance committee is well informed and meets regularly to check spending. There are meetings for all governors on financial matters at which the efficiency and effectiveness of resources made available to the school are evaluated.
- 79 The effectiveness of how well the school takes action to secure improvements can also be seen in the good progress it has made since the previous inspection, for example, developments in information technology and independent learning. Opportunities for developing pupils' speaking and listening skills have been increased and are highlighted in teachers' weekly plans. Timetables have been standardised. The opening sessions provide opportunities for staff to offer pastoral support, while maintaining a structured beginning to the day. Registration has been monitored and meets statutory requirements.
- 80 The match of teachers and support staff to the demands of the curriculum is very good. It is a significant strength of the management of this school that so many teachers go on to responsible positions in other schools and that even though there is this consistently high turnover of staff that standards are improving. The quality of teaching has improved since the last inspection and a significant reason for this is the effective support work done by learning support assistants. They take a full part in the

school and in teaching activities and one of the main reasons why they can contribute at this level of effectiveness is the training that they have received. Overall, the school places high value on the professional development of all staff and it is matched to the priorities of the school development plan.

81 The accommodation is satisfactory overall. This statement hides significant strengths and some shortcomings. Clearly, the strengths outweigh the weaknesses, for instance:

- externally, the all-weather pitch with floodlights and the adventure garden are.....significant advantages that enhance provision, particularly in sport and science.....and in relation to links with the community;
- internally, the remodelling of the corridors has provided welcome extra space for teaching and the use of these areas is very effective; a dedicated library area adds value to the school's goal of improving Literacy skills and inspectors found library skills to be good.

82 The computer suite is an undoubted asset to the school and the improvements in teaching and achievement are testimony to its quality. However, being sited in the hall, it does restrict the amount of physical education that can go on in there and means that there are severe restrictions on space. The caretaker and cleaning staff maintain a high level of cleanliness and maintenance and the quality of display adds to the welcoming ethos of the school.

83 The school is well resourced. This has a beneficial effect on the quality of education provided. There are very good resources for information and communication technology which are well used and these have a significant impact on the progress made by the pupils. The library is well stocked and there is a good range of artefacts to support teaching and learning in religious education and history. Good use is made of resources from the local loan services. Effective use is made of visits to local and national places of interest. The one area of weakness is the provision for outdoor play in the Foundation Stage and the school is advanced in its planning to deal with this aspect of provision.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

84 To further improve this effective school, the governors, headteacher and staff should:

### **Improve the provision for physical education by: (paragraphs: 41, 167, 169, 170)**

- increasing the time for teaching and learning;
- providing training for staff, most particularly in structuring the lesson to include a rigorous warm-up and in health and safety considerations;
- requiring staff to make the hall safe before a lesson begins;
- providing more time for the co-ordinator to monitor teaching and learning.

### **Further develop relationships with parents so that rates of attendance can be improved. (paragraph: 22)**

In addition to the key issues above, the following less important area for improvement should be considered for inclusion in the action plan:

- improve the provision for outdoor play in the Foundation Stage. (paragraphs: 80, 87)

*In the current school improvement plan, the school has appropriately identified the development of nursery, Literacy, staff development and information technology as priorities and these are further supported by the detailed action plans drawn up by co-ordinators. Much of the work has already been achieved.*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26.2	40	29.2	1.5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	233
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	10	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	93.5
National comparative data	94.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	21	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	14
	Girls	18	16	17
	Total	29	26	31
Percentage of pupils At NC level 2 or above	School	76 (79)	68 (76)	82 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	18	17	17
	Total	32	30	30
Percentage of pupils At NC level 2 or above	School	84 (82)	79 (87)	79 (82)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	19	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	17
	Girls	16	13	17
	Total	27	30	34
Percentage of pupils At NC level 4 or above	School	73 (76)	81 (73)	92 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	18
	Girls	16	15	17
	Total	28	32	35
Percentage of pupils At NC level 4 or above	School	76 (64)	86 (73)	95 (88)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	4
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	1
White	188
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	27.7
Average class size	29.1

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	289

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	2
Total aggregate hours worked per week	58

Number of pupils per FTE adult	9
--------------------------------	---

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	568,366
Total expenditure	581,773
Expenditure per pupil	2,221
Balance brought forward from previous year	70,410
Balance carried forward to next year	57,003

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	86

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	1	2	0
My child is making good progress in school.	56	42	1	0	1
Behaviour in the school is good.	40	55	0	2	3
My child gets the right amount of work to do at home.	35	52	6	2	5
The teaching is good.	56	42	2	0	0
I am kept well informed about how my child is getting on.	40	49	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	49	47	2	1	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	37	45	13	0	5
The school is well led and managed.	43	52	2	1	1
The school is helping my child become mature and responsible.	45	51	1	0	2
The school provides an interesting range of activities outside lessons.	41	42	9	0	8

A small number (10) of returned forms also carried messages. The majority are supportive and congratulatory. One parent felt that the problem of racism was not dealt with well or quickly enough. Inspectors judge that the occasional incidents of inappropriate racial abuse were dealt with promptly and well, and this is supported by the views of minority ethnic pupils.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 85 Children enter the Nursery when they are three years old and attend part-time. The children move into full time education in the Reception class at the beginning of the year in which they are five.
- 86 The Foundation Stage is a strength of the school. The quality of teaching in the Foundation Stage is good and children make good progress overall. They achieve well in all areas of learning and in some areas of learning make very good progress over time. Children enter the Nursery with knowledge and skills that are well below those expected for children of their age and this is confirmed by initial assessments. By the time they enter Year 1 they have improved significantly. In three out of the six areas of learning (knowledge and understanding of the world; creative development; personal and social development) they are very likely to have achieved the Early Learning Goals by the time they move into Key Stage 1 and will have nearly achieved them in two others (communication, language and literacy; mathematical development). It was not possible to make a secure judgement regarding the development of their physical skills.
- 87 At the beginning of the year, eight children of reception age were moved straight into Year 1. These children are making sufficiently good progress and are at a good level of maturity to be able to cope with the Key Stage 1 curriculum. These children have exceeded the Early Learning Goals.
- 88 The management of this key stage is very good. Since the previous inspection there has been a good improvement. During this academic year the co-ordinator and all foundation staff have worked very hard to make significant and effective changes. All staff work as a team. There has been a beneficial internal full reorganisation in the Reception class after a new teacher took up post. The new Foundation Stage curriculum has been implemented to a very good standard.
- 89 The planning of teaching at all levels is very good, addressing all six areas of learning as required. Teachers have a good knowledge and understanding of the Early Learning Goals. They have high expectations of the children. In both classes, the teachers' assessment of children's achievements and learning is very good, being both comprehensive and purposeful, which is used to inform parents. The procedures are now ready to be developed to provide sound, recorded summaries of individual children's attainments. Provision for children with special educational needs and for those with English as a second language is good and these children make good progress in relation to their needs. Teachers plan for these children individually. The teachers make effective use of time and resources. Resources are good in both classes with the exception of outdoor provision for the reception children. The school is aware of this weakness and has already made plans to address this area of development.

- 90 A particular strength of the Foundation Stage is its relationship with parents, which is a contributory factor to the very good way in which children settle into school. Evidence of this is the 'Scrap Book' which goes back and forth from school to individual children's parents exchanging information about minor and major events in their children's lives, at home and at school. Approximately three-quarters of parents contribute photographs and information to these books, which make interesting reading over a period of time.

### **Personal, social and emotional development**

- 91 Nearly all the children enter the Nursery class with immature skills in personal and social development. The children make very good progress in their personal and social development. This reflects the skilful teaching in both classes where children are managed sensitively and given constant encouragement to work hard and feel confident.
- 92 The children are keen to come to school and are enthusiastic about most of their work. They develop very good attitudes to school. The busy atmosphere of constant activity, very good effort and work shows this by the children. They sustain concentration for good amounts of time and are confident to try new activities and ideas. They work individually and as part of a group and are learning to respect others' needs and feelings. On the occasions when the level of noise is too high in the Reception class, it is because children are excited and are not sufficiently aware of their own noise levels; or it is because the freer activities they are involved in require a stronger, more challenging focus.
- 93 The learning support assistants are very aware of the need to promote this area of learning and teamwork is effective. For example, in the reception class the learning support assistant was firm with one boy that he should clean up after himself, rather than leave it for someone else. In the nursery class, when a very young three-year-old had finished spreading butter on his sandwich, he gently and carefully passed the pot of butter to another child, because the nursery nurse had made him aware that the second child needed it.
- 94 Teachers organise resources so that they are always easily accessible for the children. Children are growing in independence and are learning to select resources and work independently. They pack away and tidy up obediently and are generally well behaved.

### **Communication, language and literacy**

- 95 Overall, children, including those moved into Year 1, make very good progress, particularly in reading and writing. They are likely to achieve the ELGs. The majority of children, however, are unlikely to achieve the Early Learning Goals in speaking and listening and this affects the whole area of communication, language and literacy. The children in the nursery quickly develop an enjoyment of books and listen to stories very well. They are beginning to learn how books work and a few higher attaining children are learning to recognise some frequently read words. The majority of children when reading on their own do not as yet understand that pages and print work from left to right and a few still hold a book upside down. All children thoroughly enjoy taking part in the dramatisation of stories such as the story of Goldilocks and the Three Bears and a number of attendant rhymes and songs. In the reception class, the vast majority of children know the name and sound of many of the letters of the alphabet. The higher and average attaining children read with adequate fluency because they recognise a

good number of frequently read words and they are aware when they are making mistakes and try to correct them. Many children can hear the initial and final sounds in words and tell the teacher how to spell the words by telling her which letter comes next. They find it more difficult, however, to sound out simple, unknown words in their reading books. A number of middle and higher attaining children are also learning and remembering more difficult sounds such as 'sh' and 'ch'.

- 96 This very good progress in reading is mirrored in writing. The vast majority of children can write their own names independently. All children see themselves as 'writers' because they are provided with a wide variety of writing opportunities in a number of situations such as the 'Post Office' in the reception class and the writing tables where children make their own decisions as to what and to whom they will write. Higher and average attaining children are attempting to write for different purposes. Boys who were constructing cars labelled them with their names and the word 'car' spelt correctly. Others are learning to write lists. Higher attaining children are writing simple sentences and using their knowledge of letters and sounds to spell words correctly. Some children spell more complex words correctly from memory. Letters are often clear but inconsistent in shape and size.
- 97 Many children enter school with immature and under-developed speech. All staff in both classes develop speaking to good effect and are good active listeners, valuing children's efforts. All children in both classes have learnt to listen attentively when in a class or group situation such as story time or at the beginning and ends of lessons. They interact and talk with each other, respond to stories with enjoyment and a good number join in with rhymes and singing. However, many do not as yet join in singing or rhymes. A good number do not speak clearly, partly because some children have special educational needs in this area of development. Children do not find it easy to retell a story they have read, even amongst the higher and average attaining children. A significant number of children are not yet able to use their language successfully to explain or to organise their ideas and experiences.

### **Mathematical development**

- 98 Despite the good teaching in this area of learning and the good progress that the children make they are unlikely to achieve the Early Learning Goals in mathematical development. They say and use number names in familiar contexts. A good number of children can recognise and name numerals and children can count up to ten, saying the numbers correctly in sequence. However, a significant number have difficulty in matching their finger correctly to objects when counting and so often end up with a number that is bigger than the one required. Higher attaining children are learning to do very simple addition sums but many need help to do this. A good number recognise and can name very simple shapes. The children are learning to understand the concepts of 'more' and 'less'. However, their under-developed language skills slow the rate of their learning because they do not have the reasoning language to enable them to solve practical problems. For example, in the reception class, when a group of lower attaining pupils were learning about weighing and balancing, they first of all had to experience what heavy and light felt like when they held a tin of beans and a packet of crisps and what heavy and light meant so that they could apply the words when carrying out an activity. When average and higher attaining children were requested to sort sets of furniture they could not explain which furniture went in which room of a house.

### **Knowledge and understanding of the world**

- 99 The good teaching in this area of learning ensures that the children make good progress and achieve the Early Learning Goals in this area. Most children enter the Nursery with a restricted knowledge and understanding of the world. They have good opportunities to build on this knowledge in both classes and to show an interest in the world in which they live. In the Nursery, through baking and making sandwiches they see how ingredients change and develop their senses, saying whether they like the taste or not. They have ample opportunities to build and construct models to see how things fit together in different ways. In both year groups children can select resources and use materials safely to construct and build. They have a good sense of how things join together. By the time the children are in reception they use the computer independently and complete simple operations. For example they can use a mouse on a computer skilfully and are able to drag pictures across the screen to place them precisely where they want them to go. They are developing a sense of time by comparing themselves now to when they were babies. There are very good opportunities to learn how to investigate and how to ask questions of themselves. Adults support the children in finding things out for themselves. For example, in a very good activity when the children were building houses similar to the ones in the story of the 'Three Little Pigs', staff asked very good questions of the children to promote their thinking and intellectual effort. For example, the teacher asked the group that was building houses out of twigs and play-doh to evaluate how the little pig would get into the house, did it have a door and how could they fix the twigs to stay together and would the houses remain standing if the wolf came to blow it down? Another member of staff held a hairdryer for the children who had built tall and short houses out of small wooden bricks to test which ones would blow down and which would remain standing.

### **Physical development**

- 100 In the nursery, children develop good control of small tools and this good progress in fine skills continues when children enter the reception class. Children use small tools such as pencils, crayons, scissors, shaped cutters and glue spreaders carefully and skilfully.
- 101 The outdoor play area in the Nursery is a contributory factor in helping children to develop an awareness of the use of space within a controlled environment. They use large wheeled toys with an increasing awareness of the needs of others in the space around them. When children enter the Reception class, they do not have the advantage of a well-provisioned outdoor play area and are not able to use the small one belonging to the nursery. The school is aware that this deficiency limits children's progress in developing control, co-ordination and imagination in a large open space. This is partially offset by teachers' use of the school hall where they take more structured lessons in physical development. However, it was not possible to observe one of these lessons during the inspection and so it is not possible to make a secure judgement concerning the children's attainment of the ELGs in this area of development. The school has significant plans to improve and extend the outdoor provision for both classes.

### **Creative development**

- 102 Children start from a fairly low level of skill when they enter the Nursery and make good progress in creative development in the Foundation Stage, achieving this Early Learning Goal. Children have good opportunities to explore colour and textures in two and three dimensions. They paint using colour boldly and with confidence. They sing simple songs from memory, recognise repeated sounds and match movements to rhythms. In both classes they use their imaginations in role-play and in acting out

stories such as 'Goldilocks and the Three Bears'. The enthusiasm of the teachers in dramatic play has an infectious impact on the children. The teachers provide good role models for the children, taking part and demonstrating the acting out of stories, encouraging the children to imagine the characters and how they would sound and appear. The children communicate and express their ideas in their construction models and use of malleable materials.

## ENGLISH

- 103 By the age of 11, standards in English are average when compared with similar schools, but below when compared with all schools. In the 2000 national tests almost three-quarters of 11 year olds reached the nationally expected standards, an improvement on the previous year. All groups of pupils, including those with English as an additional language and those with special educational needs, make good progress. There is little difference between the results for girls and boys.
- 104 By the age of seven, standards in reading, were lower in the 2000 national tests than in 1999, with more boys than girls attaining average standards. In writing, more girls than boys attained national standards. No pupils attained the higher Level 3. At age eleven, there was significant difference between results in reading and writing. Reading was above national expectations in the 2000 national tests, and writing was well below. The improvements the school has made recently, both in quality of teaching in this subject, and in implementation of the Literacy Hour, have resulted in standards rising significantly in all aspects of English.
- 105 Pupils enter the school with very poor language skills, but by the age of seven the majority are close to national expectations. Three quarters of them reach national expectations in speaking and listening. Teachers provide opportunities for questioning, discussion and role-play in the Literacy Hour, but there is no additional role-play timetabled. Most children are making good progress, although some still only listen for a short time. All children are eager and confident in answering questions in lessons, but some only give a little detail. Pupils continue to make good progress in Key Stage 2 and, at the time of inspection, are achieving expected levels by the age of 11. Most listen carefully to teachers and others, often for long periods. They answer questions clearly and confidently, many providing extra information. Children ask questions to make sure they have understood, or to develop an idea. They give reasons for their answers and opinions, and some will change their opinion when they hear what others have to say.
- 106 More than three-quarters of seven year-olds reached national standards in the 2000 national reading tests. All pupils in Key Stages 1 make good progress, and most read aloud confidently with few mistakes, understanding what they have read. Higher attaining pupils read accurately and expressively to interest the listener. They talk about characters and express opinions about the story. They suggest what might happen next and ways the story might end differently. Lower ability pupils can read simple stories and, although they make mistakes, they understand the story and talk about it. They make simple judgements about people in the story, for example; "He is a nasty boy."
- 107 Eighty-four per cent of eleven-year-olds reached satisfactory standards in the 2000 national reading tests, which was above the national average. Pupils make good progress throughout Key Stage 2, and by age eleven most pupils read with expression and make no mistakes. They can outline the main points in the story, say what characters are like, and explain why things happened. Many pupils are beginning to

see hidden meanings in what they have read, and make sensible suggestions about what might happen next. Most pupils use reference books well, and know how organisational features like the index, the contents page, titles and headings help them. Pupils in Key Stage 1 and 2 use the library well and understand how the catalogue system works.

- 108 In both Key Stages children now write regularly for many purposes, and writing skills are well taught, both in the Literacy Hour and in additional extended writing time. At the age of seven, 68 per cent of pupils reached the national expectation in national writing tests in 2000. Pupils entered Key Stage 1 with very low standards and, although they made good progress, results remained below average. Handwriting results were lower than in 1999. The school has made many significant changes to raise standards in writing. Three-quarters of seven-year-olds now write in sensible sentences and use punctuation, although many still do not spell accurately. They join sentences with words such as 'and', 'then' and 'when', and use simple description. A few are beginning to start sentences in different ways and use interesting words such as, 'shocked' and 'shade'. There is not always enough length and detail in their writing, however. Handwriting is often below standards, although it is usually very good in handwriting lessons.
- 109 Forty-three per cent of eleven-year-olds attained the expected Level 4 in the 2000 national writing tests, which was well below national standards. However, good progress is maintained in Key Stage 2. Most children are able to put interesting ideas, description and details into their writing. They make writing lively by changing the ways they begin, or join, sentences. Many children experiment with a wide range of punctuation, and some use interesting words such as, 'massive' and 'slumped'. Spelling is usually good and all children know how to use a dictionary or a thesaurus. Most children use neat, joined writing in all their work.
- 110 The quality of teaching in English has improved since the last inspection, when it was judged mainly satisfactory. In Key Stage 1, teaching seen was at least good and sometimes very good. In Key Stage 2 teaching was often very good or excellent, and never less than satisfactory. Teachers are using the Literacy Hour well to raise standards for pupils in the school. Planning is very good, and the organisation of groups and management of time have improved well since the last inspection. Most lessons move forward briskly, and teaching is often lively and exciting, which helps pupils stay interested and motivated. In a Year 6 lesson, the teacher used good demonstration and examples to teach pupils how to compare two legends they had studied. Children were then able to compare written descriptions of six monsters from different legends, and plan a monster for their own legend. They discussed ideas with their friends, and made a story plan ready to draft their own legend in their ICT lesson. When teaching is satisfactory, it is usually because the lesson has been planned by someone else, and has not been re-planned thoroughly enough by the actual teacher. This means that instructions and work are not always sufficiently well adjusted to the needs of pupils. Usually teaching in these lessons is still confident, but does not have the same interest or excitement for pupils. Sometimes it means the work pupils complete is too easy or too hard.
- 111 In both Key Stages teachers use a good range of well-prepared materials, and support staff are very well trained in English and the Literacy Hour. They share teachers' planning and make a good contribution to this subject. Pupils are usually taught in small sized ability groups, so that staff can make sure all children achieve well. Work is planned thoroughly to give all pupils of different abilities their best chance to learn. All teachers expect children to work hard and achieve their best standards and behaviour.

They expect children to understand correct vocabulary in this subject and, eventually, to use it. For example, children in Year 2 understand the term 'phonemes', and can correctly count them in words they hear. In one lesson in Year 5 children showed they understood what clauses and subordinating clauses are, and they learned how to open a sentence with a subordinating clause. Teachers talk with children and question them all the time, matching the difficulty of the question to the child's ability, helping them to think deeper and to add information to their answers. Good use is made of information and communication technology, and homework is appropriate, with children receiving support in school if needed.

- 112 The quality and use of assessment in lessons has improved well since the last inspection and is very good. Teachers open the lesson by telling the children what they expect them to learn and be able to do by the end of the lesson. They remind the children of these targets during the lesson, and at the end they help children to judge whether they have achieved. Marking is thorough, and usually tells children how well they did and what they need to do next. In a Year 2 class children had a personal target card in their writing book, and understood how to use it. Although children enter Nursery with poor skills they make good progress throughout the school. All teachers track children's progress, and use the information to plan groupings better. Pupils identified as under achieving have additional teaching. As a result of these actions, there is data showing that pupils who reach the lower end of the expected Level 2 at the age of seven in this school, usually reach the national average in Year 6.
- 113 Pupils with special educational needs are well supported. Teachers use individual education plans to plan small steps, and pupils make satisfactory progress towards their targets. Pupils with English as an additional language make equal progress to pupils of similar ability, and work confidently in lessons. A small number of high attaining pupils are 'fast tracked' in order to work at a level best matched to their needs. These children remain in upper groups within their fast track year, and make good progress. However, this does mean that the percentage attaining national standards in their chronological year is lowered.
- 114 The quality of leadership in English was good at the last inspection. It has continued to improve and is now very good. Two newly appointed Key Stage co-ordinators work closely as a team, meeting weekly to plan and to monitor progress. They have a clear, shared vision for the subject and excellent subject knowledge. There is a very good action plan to raise standards further. Each co-ordinator has time provided to manage the subject within her key stage, as well as to manage specific aspects across the school. Both co-ordinators monitor short-term plans, observe lessons, team-teach, demonstration teach, manage resources, and lead staff training. Resources are good, and are used appropriately. Both co-ordinators use data to set school targets, which have been adjusted above those set by the local education authority. They have a clear understanding of where the school has come from, where they are now, and what needs to be done next and in the future, in order to continue the current good progress in raising standards.

## **MATHEMATICS**

- 115 Pupils' attainment by the age of 11 is average and standards are being maintained. There is a clear trend of rising standards, which match national trends. The 2000 National Curriculum test results for eleven-year-olds in Mathematics are in line with the national average and well above the average for schools in similar circumstances. The percentage of pupils achieving the higher grades in the tests is in line with the national average. Taken over the last four years, attainment at the age of 11 has been in line

with the national average. Inspection findings show standards match the last inspection report when standards were judged to be in line with the national average. Teachers are developing successfully their expertise in implementing the National Numeracy Strategy and the benefit to pupils is evident in the good rate of learning in most lessons. In addition, the analysis of test results and strengths and weaknesses identified are shared with the staff resulting in realistic targets being set for all pupils. The grouping of pupils by ability for lessons is effectively used to secure mathematical knowledge of all pupils and to extend knowledge of the more able pupils. Inspection evidence indicates that the school has high, but realistic expectations.

- 116 The 2000 national test and assessment results at the end of Key Stage 1, indicate that attainment was well below the national average and well below in comparison with similar schools. Significant factors in explaining the low attainment is that many pupils start school with very low attainment and a number of pupils did not start their education at this school. The school's analysis shows that the attainment of many of these pupils was lower than those whose places they took. The attainment of the majority of pupils currently at the end of Key Stage 1 is below average. The previous inspection judged pupils' attainment at seven to be in line with national standards but attainment of pupils on entry is lower than the pupils previously inspected. Overall standards are improving.
- 117 By the age of seven, most pupils count and write whole numbers to 100, many are able to add multiples of 10 up to 100, counting on and back in steps of 1 and 10. However, lower attainers struggle with number values, some confusing tens and units. They know by heart their 2 and 5 times tables but only a minority are able to use this counting skill to support their learning in calculations and problem solving situations. Most are able to perform simple addition, subtraction and multiplication operations. They understand in a practical situation odd and even numbers. Higher attaining pupils have a sound understanding that addition can be done in any order and recognise simple number patterns and relationships between numbers and use this understanding when carrying out calculations. For example, some pupils when adding 30 to 45 understood that adding '3' to the '4' was a useful strategy for quickly calculating tens and units. A minority are developing confidence in seeing relationships between addition and subtraction. For example, a boy successfully worked out the correct answer to  $51 - 25 = 26$  because he knew that  $25 + 25 = 50$ , showing clear understanding that subtraction reverses addition. In problem solving standards vary considerably. The higher attaining are beginning to use mental strategies in solving problems, for example, when working out how many tubes of sweets I can buy for £1, they used the principle of doubling. They are able to read simple problems and use appropriate number operations. The lower attaining pupils struggle with the mathematical language of problems and are very reliant on practical resources to support their learning. Most pupils recognise and describe the names of common shapes such as rectangles, circles and triangles. The higher attaining pupils are able to identify the more complex shapes such as cylinders, pyramids and cuboids. They use appropriate mathematical vocabulary and symbols. Progress is satisfactory in mental mathematics for all pupils including pupils with special educational needs, and English as an additional language.
- 118 By the age of 11, most pupils understand place value to 1,000. They can multiply whole numbers by 10 and multiples of 10. Most pupils add and subtract numbers to one decimal place, writing their calculations on paper. Higher attaining pupils use all four number operations to two decimal places and are able to calculate fractions and percentages of numbers and quantities. They understand that multiplication is the inverse of division and use this to check results. Pupils are able to carry out

calculations involving multiplying with two digit numbers but only a minority of the higher attainers show ease with multiplication, ably demonstrating skills in splitting numbers. For example, in Year 6, pupils multiplied two digit numbers together correctly by a process of breaking these numbers down into sets for easier calculations. In data handling they are able to interpret accurately 'pie chart' information and record their results in fractions and decimal fractions. They are developing strategies for solving problems, identifying the important parts of the information, using approximation and rounding to estimate the answer, although, using and applying mathematics is not a strong feature in their work. As they move through the key stage, pupils build on their previous learning and develop a sound understanding of shape and space. For example, pupils are able to use the formula to find areas of squares and rectangles and the higher attaining skilfully apply this knowledge to finding the area of an arrangement of rectangles. Most pupils are learning to recognise reflective symmetry in two-dimensional shapes. Overall, pupils' understanding of measure, shape and data handling is satisfactory. Pupils use computers satisfactorily to help them record data.

- 119 The National Numeracy Strategy is being effectively implemented throughout the school. Pupils' understanding of mathematical vocabulary is a developing feature, mainly because it is used to good effect by the teachers in lesson introductions. However, there are still too few opportunities throughout both key stages for pupils' to solve mathematical problems. Also, the majority of pupils rarely take responsibility for their own learning. The presentation of pupils' work is good.
- 120 The quality of teaching in mathematics is good overall. Where the teaching is very good the pupils are clearly informed of the learning objectives for that lesson, there is brisk pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success in a supportive environment. The quality of questioning is high allowing pupils thinking time to explain their methods of calculation. Pupils and teachers are involved in mathematical dialogues. Throughout the lesson the teachers are constantly assessing pupils' work and setting challenges, resulting in very good progress. For example, in a Year 4 lesson pupils when demonstrating competencies in doubling two digit numbers were quickly challenged to work with three digit numbers. Similarly in a Year 6 oral session on fractions, high quality questioning and activities significantly advanced pupils' agility in number handling. Most pupils responded to challenge and enjoyed working hard. This results in good behaviour and attitudes to mathematics. They work independently without the need for adult supervision, working co-operatively in pairs and groups. Relationships are generally good and set a positive atmosphere where pupils can join in class discussions with confidence.
- 121 Common features of the better teaching are good subject knowledge, well prepared lessons where the numeracy framework is used as a basis for planning, sharing the objectives with pupils and making good use of the sessions at the end of the lesson to assess learning and point up future goals. Where teaching is occasionally less effective, objectives are too complex; explanations are unclear, resulting in some pupils not always understanding the task and becoming bored and restless. Also, the whole-class session at the end of the lesson are not always used effectively to provide pupils with sufficient information on what they have learnt and areas requiring further development. On these occasions pupils' progress is limited. Overall, however, progress in mathematics is good. Where homework is given it is effectively reinforcing learning. Marking is good in upper Key Stage 2 because of the constructive comments, but only satisfactory in other year groups, where such comments are sometimes not as well focused on improvement.

- 122 Pupils with special educational needs are supported effectively, especially by means of grouping by ability throughout both Key Stages 1 and 2. Pupils learning English as an additional language also make good progress resulting from teachers' awareness and skills in ensuring these pupils understand the key language and ideas. Target setting, both class and individual, is an effective feature in helping to raise standards. Staff have a good knowledge of pupils' standards in mathematics and extra lessons are used to improve the performance of lower attainers. There is very effective use of additional staff who very skilfully support the diverse needs of all pupils. Teamwork is of a high quality, all staff working very well together.
- 123 Pupils develop their skills of numeracy in other subjects satisfactorily at both key stages. There are examples of work on data handling in science and geography, also in art and religious education, symmetry and tessellation work. Pupils are using information and communication technology to help them develop their mathematical skills.
- 124 The mathematics curriculum is well planned. Comprehensive long, medium and short term planning ensures that pupils make good progress as they move through the school. The coordinator works closely with the headteacher, other subject coordinators and staff. This effective partnership contributes to the raising of standards throughout the school. There is regular checking of teachers' planning and monitoring of teaching. Assessment procedures are effective. There is a good range of resources, which are organised well and easily accessible to staff.

## SCIENCE

- 125 At the age of 11, the results of the national curriculum tests in 2000 were below the national average. When compared with similar schools, the results were well above average. There is no significant difference in the performance of girls and boys and the school's performance in the last three years is in line with the national trend. Inspection findings indicate that pupils currently in Year 6 are working at the expected levels for their age.
- 126 In the 2000 teacher assessments of seven-year-old pupils' attainment at the end of Key Stage 1, results were well below average. The proportion of pupils attaining the higher Level 3 was well below average. However, inspection evidence indicates that pupils at the end of Key Stage 1 are working at the levels expected nationally for pupils of this age. This improvement is the result of the co-ordinator focusing on the raising of pupils' achievement in Key Stage 1, as an area for development within the subject. Since the last inspection, the school has successfully dealt with the issue of challenging and raising the attainment of higher attaining pupils. This has been achieved by a greater emphasis on allowing pupils to plan and predict outcomes through observation in their science investigations and activities, and much of the pupils' knowledge and understanding in the subject is gained through such investigations. This has resulted in pupils of all levels of prior attainment reaching higher standards through engaging in effectively challenging scientific activities.
- 127 Throughout Key Stage 1, pupils' rates of learning in lessons and progress over time are good. Pupils in a Year 1 class can identify different parts of the human body and know animals need food and water to survive. They can also classify different materials into 'dull' and 'shiny' using both diagrams and labels. Pupils in a Year 2 lesson know and understand that seeds are found in fruits that have different protective layers. Through practical investigation and observation pupils know and understand that the 'runner

bean' protective layer is different than the protective layer of the 'peanut'. In another Year 2 lesson, pupils were discussing and planning experiments, which would clearly show what conditions seeds and plants would grow best in. This was developing their skill of careful observation of which seed grew the fastest when they began recording their results.

- 128 Throughout Key Stage 2, pupils' rates of learning in lesson and progress over time are good. Pupils in a Year 3 lesson were developing their understanding of what is meant by a 'fair test' by investigating whether a 'sponge', 'cloth', 'kitchen roll' or 'paper towel' absorbs water the most effectively and have recorded the findings accurately to come to a scientific explanation and conclusion. Pupils in a Year 4 class have investigated how to keep things warm and how to take the temperature of an item. Year 5 pupils have tested their lung capacity and completed a graph of their favourite foods. By Year 6, pupils have been separating 'iron filings', 'sand', 'wood shavings', 'rice' and 'salt' and use a variety of different equipment and techniques to develop their understanding of the different properties of materials. This is further enhanced when pupils begin to filter the finer materials using a funnel and filter paper. As pupils move through the school they develop their investigational skills well and can successfully follow a line of enquiry. For example, in the Year 3 lesson mentioned previously pupils tested which materials absorbed water the most effectively and then explained the reasons verbally from their written findings.
- 129 All the pupils have positive attitudes to their work in science. In all lessons observed pupils were well behaved and keen to take part in all planned activities for them. For example, in a Year 2 lesson, pupils were keen to discuss the different seeds found in the fruit of plants. They co-operated well when working and handling different materials and equipment. This was clearly demonstrated in a Year 6 lesson when pupils were separating materials and discussing the best way to achieve this with the equipment available.
- 130 The development of scientific vocabulary such as 'filtration' 'separating' and observing', and speaking and listening in lessons makes a significant contribution to the development of literacy in the school. Pupils use mathematics to support their learning in science, for example pupils in Year 3 class have completed graphs to show how many teeth they have, makes a positive contribution to the development of numeracy across the school. Pupils in Year 6 class have produced a graph using information and communication technology to show how the texture of a ball affects the bounce.
- 131 Overall, teaching is good across the school. This is a significant improvement since the last inspection. This good teaching is characterised by all staff having good subject knowledge and using questioning and intervention effectively. This was seen in a Year 3 lesson, where the class teacher used open-ended questions and intervention to help pupils think like scientists, and find answers and conclusions about their investigation of different materials. All lessons are well planned with appropriately challenging activities, which actively involve pupils following a line of enquiry in their investigations. In a Year 2 lesson, for example, pupils began to understand that any changes in the conditions and variables of growing a 'bean seed' in a glass, would affect the seed's rate of growth. All the lessons proceed at a good pace and are planned and timed to include an appropriate introduction and a conclusion to discuss what pupils found in their investigations. All teachers lay great emphasis on ensuring pupils written work is set out well to ensure they present their findings in a scientific way, to help pupils develop their understanding and knowledge of the subject. This is a significant improvement on the previous inspection which highlighted the need for pupils written work to reflect their oral understanding of the activities they had undertaken.

Resources are used well to support learning in science, for example, in a Year 6 lesson, pupils used filter paper and funnels to help their learning about separating materials. Pupils use all the equipment they handle safely and with respect, and have due regard to the impact of their actions on others in lessons, and have a good relationships and rapport with their teachers.

- 132 Leadership and management are good. The curriculum co-ordinator is extremely well qualified and committed to raising pupils' attainment and the school's performance in the subject. The policy and scheme have been updated to meet the requirements of Curriculum 2000. The school is well resourced to teach all aspects of the subject. The co-ordinator monitors and evaluates teachers' planning and pupils' work on a termly basis to check that pupils' learning is continuous and progressive in all aspects of the subject. There are good whole school assessment procedures in place to help monitor pupils' attainment and progress over time and the outcomes are used well to plan further learning. The curriculum is good. The subject makes a positive contribution to pupils' moral and social development in lessons. For example in a Year 6 lesson pupils handled and used materials and equipment well, and co-operated and collaborated well in their investigations about separating materials.

## **ART AND DESIGN**

- 133 Standards in art have improved in Key Stage 1 since the last inspection, and at the end of Key Stages 1 and 2 they are above those seen in most schools. Pupils throughout the school are producing work of at least satisfactory, and often good or very good, standards. Throughout the school, they make good progress and enjoy art.
- 134 In Key Stages 1 and 2 pupils work in a wide range of media, using materials creatively in two and three dimensions. They work from a variety of starting points, including observation of objects and artefacts, and study of the work of other artists. The school has used the 'Artist in Residence' opportunity well in previous years. Pupils are taught to work safely and carefully. For example, in a Year 2 lesson a group of children, some with challenging behaviour and several with learning difficulties, learned to use sewing needles safely and well while studying collage. Pupils handle a range of materials and techniques with skill, and they observe carefully and accurately.
- 135 Most teaching is well organised and good in quality. Sometimes it is very good with lively explanations and demonstrations, using an interesting range of good quality materials. Teachers use the Qualification and Curriculum Authority schemes of work to inform their planning, and in Key Stage 2 pupils make good use of sketchbooks to keep a record of their progress. In the few instances when teachers' subject knowledge is satisfactory, pupils do not make enough choices, investigate the use of materials or talk about how work might be improved. They do not understand the language of art, for example 'tone' and 'texture', and tasks are controlled, with all pupils achieving a similar outcome.
- 136 The subject is generally well managed, although recently appointed staff have not had the opportunity to agree either interpretation of the curriculum or assessment of standards. Art is not a current priority in the school's development plan and there has been no whole-staff training since the introduction of Curriculum 2000. The standard of displays is very high throughout the school, and involves all subjects and a range of aspects of the school. There is a very good 'Art Gallery' on the school's web site, and good use is made of information and communication technology in this subject.

## **DESIGN AND TECHNOLOGY**

- 137 During the week of the inspection no lessons were observed due to timetabling restrictions. However, a judgement about overall attainment is based on a scrutiny of pupils' previously completed work, talking to teachers and pupils, and talking to the co-ordinator. The standards that pupils achieve at age seven and eleven are at the level expected of pupils at this age. This maintains the standards identified in the previous report. Since the last inspection the school has addressed the issue of pupils' designing for a purpose before making and constructing a model, and this is having a positive impact on pupils' attainment and rates of learning in lessons. Pupils' progress over time in both key stages, including pupils with special educational needs is good.
- 138 At Key Stage 1, pupils know and understand they need to plan their work using simple pictures before starting to make. For example, pupils in a Year 1 class have designed and made 'Dancing Bears', and have used split pins, cards and scissors to make them. As pupils move through the key stage they know and understand that a design can be both modified and improved to help in the construction stage. This was seen in previously completed work by Year 2 pupils, in which they have designed a 'vehicle', clearly identifying the materials they will need for different parts of the vehicle. On the completion of their models they have evaluated and given written suggestions of how they could improve it.
- 139 At Key Stage 2, pupils' designs become more sophisticated and they learn to think about the purpose of their models before constructing them. For example, pupils in a Year 6 class have designed a game for a specific purpose, which included using a buzzer switch and bulb, crocodile clips, wire, split pins and sellotape in its construction. Whilst making it they used a 'soldering iron' to make the electrical connections secure. After completion of their model pupils evaluated whether it had been successful and suggested ways of improving it. There are also cross-curricular links with other subjects, for example, pupils in Year 5 have used ITC to design and produce a picture of 'Snail', and designed an Egyptian 'Mummy' to sew as part of their work in history.
- 140 The subject is well led and managed by an enthusiastic co-ordinator. The school has adopted the scheme, which reflects recent initiative in the curriculum. The subject is taught in half-term blocks, and the co-ordinator monitors and evaluates planning and pupils completed work on a half-term basis. Formal assessment procedures are well established and offer information on pupils' future learning in the subject as they move through the school. The school is well resourced with a range of materials and tools for pupils to work with. This contributes well to the range of experiences offered to pupils in the school.

## **GEOGRAPHY**

- 141 At the time of the previous inspection, standards in geography were in line with those expected nationally. Three lessons were seen during the inspection week. Judgements are based upon these, a scrutiny of previous work, teachers' planning and discussions with teachers. Standards have been maintained by the end of Key Stage 1 and are secure by the end of Key Stage 2.
- 142 By the end of Key Stage 1, pupils' knowledge, skills and understanding are satisfactory. They make accurate observations about features in the environment and environmental change. They observe and record contrasting weathers; they recognise how places are changing and learn how the environment can be affected

and improved, for example by analysing traffic problems. They have a greater awareness of other countries in the world.

- 143 By the age of eleven their knowledge, skills and understanding are secure and their work in their books is of a high standard. They use different sources to find out information. They have sound knowledge about rivers and attendant information and relevant skills. For example, they learn how water treatment is important and how it works and they learn how to plot a cross-section of a river.
- 144 Pupils, including those with special educational needs, achieve steadily through Key Stage 1 and lower Key Stage 2. In upper Key Stage 2 the rate of learning accelerates. Pupils' previous work on making and using maps shows that they gain a good understanding of the importance of maps, both local or world maps. Throughout the school the strong links between geography and numeracy are very effectively developed. In Key Stage 1 pupils learn to create simple grids and in Key Stage 2 they learn to record using graphs. The pupils' good work on co-ordinates, plotting graphs and four figure grid references by the time pupils are eleven, testifies to the very good use of numeracy in the subject. There is a good emphasis on giving pupils opportunities to learn about their own locality and its features. This is a good improvement since the previous report because it uses pupils' own basic knowledge and enables resources to be used more efficiently. All pupils take a pride in their work as evidenced by the care and neatness with which they record it in their books.
- 145 The rate of progress accelerates at the older end of Key Stage 2 because the quality of teaching is good. The rate of progress in Key Stage 1 and lower Key Stage 2 is slower because pupils lack the ability to use language to reason, ask questions and draw conclusions. In a Year 2 lesson, many pupils could name one or more road signs or markings and say what they meant and how they contribute to road safety. Most pupils knew where cars could park and where they could not and how drivers know this information. However, very few pupils could use their knowledge to suggest reasonable opinions when asked the kind of questions that begin 'What do think.....?' or to form their own questions. The quality of some of the teaching lower down the school is satisfactory but not sufficiently effective to increase the rate of progress. In lessons in Years 2 and 3, pupils make satisfactory progress but the lack of rigour and pace, and the lack of very clear expectations and guidelines for pupils' discussions, affect pupils' productivity and achievement. In a more effective lesson in Year 6, the good work by the learning support assistant in demonstrating skills, answering questions and raising more questions as pupils work ensured a good rate of learning.
- 146 The management of the subject is good. There are a number of improvements since the previous inspection. Planning has improved considerably but has not yet had sufficient time to impact completely on learning and achievement. The co-ordinator has worked hard to introduce the Qualifications and Curriculum Authority scheme of work and to adapt it to the needs of the school. This includes a system to make sure geography is taught all the year round. For example, when blocks of geography are taught in two out of the three terms, in the third term where there is no specifically focused unit of teaching, teachers teach a continuous block. This is closely related to literacy. Pupils identify items of news, either local or world news, and these are studied and discussed in class in relation to local, British Isles or world maps. For example, a news item concerning the Middle East and the election of a new prime minister resulted in Key Stage 2 pupils studying a world map and finding where the countries of Israel and Palestine are in relation to each other and in which part of the world they are.

147 The co-ordinator has put in place a new system of evaluation whereby the teachers are recording their views of the new scheme and its initial adaptations. These will be analysed by the co-ordinator and used to further customise the scheme to make it pertinent to the needs of pupils and staff. Resources have been greatly improved to cater for the new scheme and are now good, another improvement since the previous report.

## HISTORY

148 Standards are similar to those reported at the last inspection. By the end of Key Stage 1, pupils reach standards that are in line with those expected nationally. There is insufficient evidence to make a secure judgement about standards at the end of the Key Stage 2.

149 By the age of seven, pupils have a clear sense of the past, mainly through the study of Victorian times. They are accurate in their use of vocabulary, such as 'then and now', or 'old and new'. Higher attaining pupils know that artefacts from Victorian times are different from the modern equivalents, for instance, when comparing the flat iron with the modern electric iron. They know that electricity was not a part of early Victorian life. Pupils study artefacts carefully and give them full respect as important evidence from the past.

150 In Key Stage 2, Year 3 pupils know about the dress, work and a general lifestyle of Victorians. This is promoted well by a visit to the local Armley Mills and spent the day there as Victorian children. Year 4 analyse and explore artefact such as bowls, vases and old irons. They deduce correctly their appropriate use and age. Year 5 pupils study ancient Egypt and the majority of pupils have a good knowledge and understanding of timelines.

151 Opportunities are found to introduce Literacy and Numeracy and information and communication technology skills in a challenging fashion, for example:

- Year 5 pupils use their reading comprehension skills to find and write answers about cooking, eating and drinking in ancient Egypt;
- also in Year 5, some very challenging numeracy knowledge and understanding was employed to work out a time-span, for example, 'He reigned from 2551 BC to 2528 BC. He reigned for .... years.'
- Year 6 pupils in 2000, use the internet to find information about Victorian life.

152 Pupils are interested in the subject, listen attentively and respond sensibly and confidently in discussions. They are making a lot of progress in the framing and asking of questions that will increase their knowledge. This is due, in no small measure, to their positive experiences on the computer.

153 In the small number of lessons observed, the quality of teaching was good. Lessons are well planned and carry challenging activities. This is mainly because:

- adults have a lively, inquisitive approach to their work, which provides a good model for pupils. For example, in Year 1 good questioning about washboards helps pupils to form an accurate view of their use;
- lessons have a brisk pace and pupils are managed well. In the Year 5 lesson, these attributes help pupils maintain interest and concentration. Furthermore, teachers confidently let pupils work independently;

- there is a strong emphasis on using artefacts. This promotes effective learning by allowing and encouraging pupils to be 'historians' and 'archaeologists', searching for clues and setting hypotheses.
- 154 Generally, teachers have secure knowledge and understanding of the subject and they judge pupils' progress at regular intervals.
- 155 Management of the subject is good. The new co-ordinator is very keen, enthusiastic and knowledgeable. She has a clear action plan for development. Resources are adequate and school resources are enhanced by regular loans from local providers. The co-ordinator monitors teachers' planning and pupils' books adequately.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- 156 The school has made good progress since the last inspection in developing the provision and standards achieved. Overall, the standards achieved are well above those expected nationally at the end of Key Stages 1 and 2. This rise in standards has come about because:
- the quality of teaching has improved, particularly the direct teaching of skills;
  - the equipment is used very effectively;
  - the extent of the use of computers in other subjects is broad;
  - the targets set for pupils' attainment at the end of Key Stage 2 are very challenging and realistic.
- 157 By the age of seven, the majority of pupils word process successfully. Higher attaining pupils produce pieces of extended prose that typically have around four accurate sentences. Lower attaining (around a fifth of pupils) produce a small piece of writing and they require some assistance. Pupils gather data, for instance, about the pets their peers own. Higher attaining pupils enter the data and produce a bar graph and questions. The majority of pupils search a CD-ROM purposefully and higher attaining pupils make choices about the most appropriate techniques to use. All pupils know and understand that a picture can be created on the computer and they select appropriate tools for the job. They save their creations carefully and accurately.
- 158 By the age of 11, pupils use the computer confidently to set up a spreadsheet that will help them calculate the area and perimeter of shapes, from a formula; examples are:
- area = length x breadth
  - volume = length x breadth x height
- 159 Higher attaining pupils select information from a menu and organise it for a multi-media display, for example, when illustrating the parts of a flower. They produce a presentation which they show to peers on the projector. Pupils word process their own poems skilfully. They acquire data and produce interesting reports, for instance, by interviewing younger pupils they found out their preferences in books and developed a report placed on the data. The report contains words and graphs. Pupils use the computer to design the layout of a classroom and move desks and furniture around competently. Lower attaining pupils produce letters for their American pen pal. They choose the typeface they prefer and change the size of picture they wish to use. Pupils gather data about their 'fantasy football team' and enter the information into their

file so that they can keep track on the total cost of their team (£50 million pounds) and how many points they acquire from week to week.

- 160 Throughout the school, pupils are confident users of computers and programs. They are willing to talk about their work and demonstrate their competence. The vast majority are generous in the way they collaborate and help each other.

- 161 On the basis of the lessons seen, the high-quality judging of pupils' attainment and the very good progress pupils make, the quality of teaching is very good. The main strengths are:
- the very confident and secure knowledge and understanding of staff, for instance, in Year 5, the teacher instructed pupils in the use of the computer to search for specific information and how to exclude unwanted information. Pupils learn that without these functions their search for information would be very long-winded and no different to a paper exercise;
  - the use of the projector in the computer suite has several advantages. Skills can be taught to a large group; common difficulties can be dealt with promptly; learning can be checked and reinforced at the conclusion of a lesson and pupils can act as exemplars for other pupils;
  - the training for staff has been very effective; not the least that which has been provided by the chair of governors, who is a former advisory teacher.
- 162 Overall, the planning is very good and its cohesion provides a clear way in terms of building skills, knowledge and understanding progressively.
- 163 Management is very good and benefits from the considerable support and expertise of the headteacher and chair of governors. The two co-ordinators have been in post for a short period at it, but their immediate predecessors have all moved on to be local authority advisory teachers. Monitoring of teaching and pupils work is very effective. Assessment is detailed and accurately provides a good grounding for the challenging targets in Year 6. Resources are good, and the use of the projector is a significant support to teaching and learning.

## **MUSIC**

- 164 Standards at the ages of seven and 11 match the levels expected nationally. Pupils of all levels of prior attainment make satisfactory progress overall and standards have been generally maintained since the last inspection. Pupils with special educational needs and English as an additional language achieve at a similar rate to others in their year groups.
- 165 By the age of seven, pupils sing clearly and in tune. They perform well together in singing practice. By Year 2, pupils are able to sing simple songs with changes in pitch and tempo. For example, in their singing practice they sang a range of songs, from memory, keeping good time, and remembering that the chorus is repeated after each verse. They are developing an awareness of patterns in music. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments they make up their own short rhythms and sound patterns. For example, in a Year 2 lesson, older pupils are developing their ability to recognise the difference between pulse and rhythm by creating sequences of sounds on percussion instruments and can accurately identify high and low notes. However, composing is at an early stage of development. Pupils listen to a wide variety of music, which includes music of other cultures and times. They are able to talk in simple terms about the sounds they hear.
- 166 Pupils in Key Stage 2 listen to and respond to music from different times and places. They are introduced to a wide range of music from different traditions and cultures, for example, Afro-Caribbean and Asian music. They are developing satisfactory listening skills being able to identify some of the instruments being played in an orchestral

arrangement. They are able to perform their own rhythmic patterns and repeat them using a range of percussion instruments but the quality of this element of the curriculum is inconsistent across the age range. Using notation to support creative work is underdeveloped. However, in singing, progress is consistently good. Pupils sing clearly and in tune. By Year 6, pupils sing with good expression, clear diction and improved voice control. A minority of boys and girls, from Years 5 and 6, learn to play the recorder. They skilfully and confidently play their chosen instrument with a degree of competence. The Key Stage 2 choir, which includes boys and girls from Years 5 and 6, attain satisfactory standards. These skills, which are developed in these music sessions, have a positive impact on their performances in class lessons. For example, pupils in a Year 6 music lesson demonstrated good singing skills when performing sea- shanties.

- 167 Pupils' attitudes and enjoyment of the lessons enhance their learning. This is often a consequence of the teachers' own enthusiasm for the subject. They are well behaved, attentive and interested, and persevere to improve both their individual and group performances. The pupils are confident when performing in front of an audience knowing that their contribution is valued. For instance, in a Year 5 lesson pupils sang a two-part sea shanty song with competence and real enjoyment. They generally select and handle instruments with care.
- 168 The quality of teaching is satisfactory at Key Stage 1 and very good at Key Stage 2. The high quality teaching at Key Stage 2 is a result of a recently appointed specialist music teacher whose subject expertise is well used and is having a positive impact on pupils' learning. Lessons are well planned. Pupils' previous knowledge and understanding are used particularly well to extend and develop skills. Performing skills, in particular singing, are well taught. There is a sound pace to the lessons and practical opportunities for pupil involvement. Teachers evaluate skilfully what the pupils are able to do and ensure that pupils improve on their earlier compositions. For example, pupils in a Year 6 lesson improved their rhythmic patterns by creating their own patterns for other pupils to copy. Where teachers are less secure in their subject knowledge, pupils make less progress in developing their skills.
- 169 The co-ordinator is new to the role and has a very good understanding of what needs to be developed. There are effective guidelines and a development plan. However, there is no formal assessment of pupils' work. The expertise of most of the staff is not as high as it is in other subjects of the curriculum. This prevents music from being a strength, however, the school works very hard in training its staff. In lessons seen in Key Stage 2, all class teachers observed a lesson taken by the music specialist to further develop their own music skills. There has been a number of other significant developments since the last inspection. The school has flourishing dance, drama, choir and recorder clubs. There are multi-cultural music workshops, on occasions, which provide pupils with opportunities to play a variety of instruments, for example, steel pans. These are very popular activities and make an excellent contribution to developing pupils' skills in music and their appreciation of the diversity and richness of music of other cultures. Resources are good. The use of information technology in music is a developing area.

## **PHYSICAL EDUCATION**

- 170 Due to timetable restrictions it was possible to see a small number of lessons and only a small part of the overall work in the subject: games and simple floor gymnastics. Consequently, it is not possible to make a secure judgement about attainment, teaching and learning.

- 171 There are strengths and areas for development in the subject. The main strengths are:
- the all-weather playing area;
  - the very good range of activities outside lessons;
  - the community links that secure quality coaching from professional organisations.
- 172 However, attention needs to be paid to the following unsatisfactory aspects:
- the overall teaching time is lower than most schools;
  - the hall is no longer suitable for physical education because the area for movement has been reduced significantly by the computer suite and the amount of loose furniture;
  - there are health and safety considerations in the hall because of some teachers' lack of awareness.
- 173 On the basis of the lessons seen, seven-year-olds are aware of the effect exercise has on the body. They have adequate control and co-ordination, but they do not use space well; too often bumping into each other. Pupils can take off and land, but the level of skill is low. Eleven-year-olds are generally confident footballers. The majority have good close control of the ball. The highest attaining pupils have very good balance and co-ordination which means that they turn well and in full control of the ball. The majority head the ball well and their running style is fluent.
- 174 There are inconsistencies in teachers' practices, which highlight a need for training. For example, one teacher did not start the lesson with a warm-up and another did not check that the hall was suitable for use. In general, lessons are adequately structured and teachers have satisfactory management and control. The pace of lessons is adequate. Teachers use pupils effectively to demonstrate good practice. The extensive range of activities outside lessons and the involvement of the expert coaches, supports skill development well. The school regularly takes part in competitive matches and the football, rugby, athletics and swimming teams have been successful recently.
- 175 The school is well aware that it does the minimum amount of physical education. Records, teachers planning and discussions with pupils all indicate that the curriculum is fully available and that much of the activity takes place by necessity in the summer months when the outdoor facility is more useable. It is unfortunate that the bid for extra capital funding to put a roof on the all-weather pitch has not been agreed, as this would have given the school access to the facility for more of the year. The work of the co-ordinator is sound, particularly in the planning of coaching, the out-of-lesson clubs and in the management of resources. However, the level of monitoring is a shortcoming and one that promotes inconsistency in teaching practices.

## **RELIGIOUS EDUCATION**

- 176 Standards at the end of both key stages match the expectations of the local Agreed Syllabus. Scrutiny of work and discussions show that pupils in both key stages have a working knowledge of the themes of the syllabus.
- 177 By the age of seven, pupils understand that some places are special. They know that a church is a special place for Christians. They have a sound grasp of important Biblical stories, such as the story of Noah and the flood and the life of Moses. They

can re-tell the main facts of these stories and some pupils are able to discuss their significance. For example, they are aware that the rainbow is a symbol of God's promise to look after the world that he created. Pupils are given opportunities to study the customs and practises of other religions besides Christianity, for example, Sikhism. They know that religious festivals are special occasions for remembering particular events in religion, for example Christmas and Easter.

- 178 By the age of 11, pupils of all levels of attainment, including those with special educational needs, continue to make satisfactory progress in developing their religious knowledge and understanding. They show a sound knowledge and understanding of the Hindu religion. They discuss, in some detail, the differences between holy books, buildings and customs of the major world religions. Pupils in Year 4 know about the place of worship in their neighbourhood and that Christians worship in churches and pray and sing hymns. In Year 5, pupils develop their knowledge of the Islamic faith and are able to reflect on the teachings and stories of Muhammad and the significance of special journeys to holy places. Many pupils see the relevance of his teachings in their own lives. Some of their explanations are very moving. For example, one pupil said 'we should treat every body, even animals with kindness'. Pupils of all levels of attainment develop their awareness of the various signs and symbols of world religions. One pupil discussed the holy book, the Qur'an, and how it is kept in a special place, showing clear tolerance and respect for the Islamic culture and their traditions. The subject is making a valuable contribution towards the development of pupils' information technology skills. For example, pupils in Year 5 were encouraged to use the internet to research information on Mecca, an important Muslim shrine, and in Year 6 pupils used digital photographs as a resource for developing further their understanding of the main features of a Mosque.
- 179 Four lessons were observed during the inspection. Analysis of pupils' work and discussions with pupils is also taken into account in judging the impact of teaching on pupils' learning and the standards they attain. Teaching in both key stages is satisfactory overall with teaching of a high quality seen in Key stage 2. An effective lesson in Year 5 involved pupils reflecting on how pilgrimages are an expression of faith. In Year 6, the visit to a local mosque resulted in high quality teaching and learning where the pupils significantly increased their knowledge and understanding of the Muslim faith and developed an awareness and respect of other cultures and faiths in their own community. A significant feature of the teaching here was the skilful use of a Muslim pupil and her father to lead the discussions on characteristics of Muslim worship.
- 180 A notable feature of the better teaching in both key stages is the good relationships between class and teacher which provides an important starting point in lessons, with pupils feeling confident in speaking out and airing views, knowing that everyone will listen and comment without disparagement. Teachers generally know the subject well and, as a result, provide good factual knowledge and control discussions well. Pupils' spirituality is a developing aspect. In their written prayers they show a sense of belief in a God, and his power to help them in their every day life. This is an improvement since the last inspection. Most pupils greatly value the work they do in this subject. Religious education contributes significantly to the pupils' spiritual, moral, social and cultural education. The basis of understanding other people is an important part of the teaching for pupils in this school.
- 181 The co-ordinator is new in post and is keen and enthusiastic. She is working closely with the recently appointed multi-cultural co-ordinator in developing religious festivals to broaden pupils' experience and awareness of life in a diverse society. Her

development plan shows a good understanding of the school's strengths and areas for development. Learning resources enable the teachers throughout the school to follow the syllabus with confidence. Artefacts are available and used to good effect.